

**Accredited with Improvement Plan**

This is the district's official accreditation rating, which is based on the 1 Year District Performance Framework. Districts are designated an accreditation category based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the accreditation category. Additionally, failing to meet finance, safety, test administration and/or test participation assurances will result in a lower accreditation category.

Accreditation Category	Framework Points Earned
Accred. w/Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accred. w/Improvement Plan	at or above 52% - below 64%
Accred. w/Priority Impr. Plan	at or above 42% - below 52%
Accred. w/Turnaround Plan	below 42%

Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating	% of Points Earned out of Points Eligible <sup>2</sup>	
Academic Achievement	Approaching	55.6%	( 8.3 out of 15 points )
Academic Growth	Meets	64.3%	( 22.5 out of 35 points )
Academic Growth Gaps	Approaching	55.0%	( 8.3 out of 15 points )
Postsecondary and Workforce Readiness	Approaching	54.7%	( 19.1 out of 35 points )
Test Participation <sup>3</sup>	Meets 95% Participation Rate		
<b>TOTAL</b>		<b>58.2%</b>	<b>( 58.2 out of 100 points )</b>

<sup>2</sup> Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

<sup>3</sup> Districts do not receive points for test participation. However, districts are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for districts serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

**Finance<sup>4</sup>** Meets Requirements

**Safety<sup>4</sup>** Meets Requirements

<sup>4</sup> Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement (or remain Accredited with Turnaround Plan) until they meet requirements.

**Test Participation Rates**

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.4%	99.0%	97.1%	98.7%	Meets	Meets	Meets	Meets	9806	9588	5726	25120	9861	9684	5898	25443
Mathematics	99.5%	99.2%	97.9%	99.0%	Meets	Meets	Meets	Meets	9820	9606	5773	25199	9866	9683	5895	25444
Writing	99.4%	99.1%	97.4%	98.8%	Meets	Meets	Meets	Meets	9803	9594	5746	25143	9865	9684	5898	25447
Science	99.7%	99.1%	-	99.4%	Meets	Meets	-	Meets	3327	3183	-	6510	3337	3212	-	6549
Social Studies	99.6%	99.2%	-	99.4%	Meets	Meets	-	Meets	3223	3178	-	6401	3235	3204	-	6439
Colorado ACT	-	-	97.6%	97.6%	-	-	Meets	Meets	-	-	2446	2446	-	-	2507	2507

**Performance Indicators**

**Level: Elementary**

**District: ADAMS 12 FIVE STAR SCHOOLS - 0020**

**(1 Year)**

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	9473	66.5	32
Mathematics	2	4		Approaching	9518	68.81	41
Writing	2	4		Approaching	9507	48.04	33
Science	0	0		-	-	-	-
<b>Total</b>	<b>6</b>	<b>12</b>	<b>50%</b>	<b>Approaching</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	6050	51	35	Yes
Mathematics	3	4		Meets	6068	53	48	Yes
Writing	3	4		Meets	6051	51	48	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	2763	45	27	Yes
<b>Total</b>	<b>10.5</b>	<b>14</b>	<b>75%</b>	<b>Meets</b>				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<b>Reading</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2267	47	49	No
Minority Students	3	4		Meets	2715	51	44	Yes
Students with Disabilities	2	4		Approaching	582	44	80	No
English Learners	3	4		Meets	1330	53	50	Yes
Students needing to catch up	2	4		Approaching	2013	52	70	No
<b>Mathematics</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2287	47	63	No
Minority Students	2	4		Approaching	2733	51	58	No
Students with Disabilities	2	4		Approaching	589	41	87	No
English Learners	3	4		Meets	1341	55	61	No
Students needing to catch up	2	4		Approaching	1705	50	84	No
<b>Writing</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	2271	48	64	No
Minority Students	2	4		Approaching	2717	51	57	No
Students with Disabilities	2	4		Approaching	582	43	83	No
English Learners	3	4		Meets	1331	55	63	No
Students needing to catch up	2	4		Approaching	3211	52	68	No
<b>Total</b>	<b>34</b>	<b>60</b>	<b>56.7%</b>	<b>Approaching</b>				

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

**Performance Indicators**

**Level: Middle**

**District: ADAMS 12 FIVE STAR SCHOOLS - 0020**

**(1 Year)**

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	9320	65.68	34
Mathematics	3	4		Meets	9340	55.24	67
Writing	2	4		Approaching	9328	52.43	36
Science	0	0		-	-	-	-
<b>Total</b>	<b>7</b>	<b>12</b>	<b>58.3%</b>	<b>Approaching</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	8843	51	32	Yes
Mathematics	2	4		Approaching	8856	47	64	No
Writing	2	4		Approaching	8837	48	51	No
English Language Proficiency (ACCESS)	1	2		Approaching	956	54	56	No
<b>Total</b>	<b>8</b>	<b>14</b>	<b>57.1%</b>	<b>Approaching</b>				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<b>Reading</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	3189	48	51	No
Minority Students	3	4		Meets	3882	50	44	Yes
Students with Disabilities	2	4		Approaching	784	49	85	No
English Learners	3	4		Meets	1849	53	51	Yes
Students needing to catch up	2	4		Approaching	2856	51	70	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	3171	43	80	No
Minority Students	2	4		Approaching	3880	45	75	No
Students with Disabilities	2	4		Approaching	792	42	99	No
English Learners	2	4		Approaching	1845	48	77	No
Students needing to catch up	2	4		Approaching	3434	46	93	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	3190	44	70	No
Minority Students	2	4		Approaching	3879	46	62	No
Students with Disabilities	2	4		Approaching	782	41	92	No
English Learners	2	4		Approaching	1840	48	66	No
Students needing to catch up	2	4		Approaching	4029	47	79	No
<b>Total</b>	<b>32</b>	<b>60</b>	<b>53.3%</b>	<b>Approaching</b>				

**Performance Indicators**

**Level: High**

**District: ADAMS 12 FIVE STAR SCHOOLS - 0020**

**(1 Year)**

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>District's Percentile</i>
Reading	2	4		Approaching	5584	64.52	28
Mathematics	3	4		Meets	5633	35.54	57
Writing	2	4		Approaching	5603	46.19	43
Science	0	0		-	-	-	-
<b>Total</b>	<b>7</b>	<b>12</b>	<b>58.3%</b>	<b>Approaching</b>			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	5327	51	22	Yes
Mathematics	2	4		Approaching	5385	51	91	No
Writing	2	4		Approaching	5348	49	61	No
English Language Proficiency (ACCESS)	1.5	2		Meets	698	48	34	Yes
<b>Total</b>	<b>8.5</b>	<b>14</b>	<b>60.7%</b>	<b>Approaching</b>				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
<b>Reading</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	1549	51	51	Yes
Minority Students	3	4		Meets	2416	50	42	Yes
Students with Disabilities	2	4		Approaching	405	53	95	No
English Learners	3	4		Meets	1156	52	52	Yes
Students needing to catch up	2	4		Approaching	1992	51	79	No
<b>Mathematics</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	1569	49	99	No
Minority Students	2	4		Approaching	2447	47	98	No
Students with Disabilities	2	4		Approaching	409	45	99	No
English Learners	2	4		Approaching	1168	47	99	No
Students needing to catch up	2	4		Approaching	3068	50	99	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	1559	47	85	No
Minority Students	2	4		Approaching	2428	48	80	No
Students with Disabilities	2	4		Approaching	406	49	99	No
English Learners	2	4		Approaching	1162	50	85	No
Students needing to catch up	2	4		Approaching	2721	49	93	No
<b>Total</b>	<b>33</b>	<b>60</b>	<b>55%</b>	<b>Approaching</b>				

<i>Postsecondary and Workforce Readiness</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Rate/Score</i>	<i>Expectation</i>
Graduation Rate: 4yr/5yr/6yr/7yr	2	4		Approaching	2974/2940/2917/3160	73.7/76.3/73.7/71.2%	80%
Disaggregated Graduation Rate	1.75	4	43.8%	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	1226/1101/1079/1109	64.1/67.1/63.9/60.2%	80%
Minority Students	0.5	1		Approaching	1245/1179/1162/1206	72.5/78.8/72.8/67.8%	80%
Students with Disabilities	0.25	1		Does Not Meet	269/252/233/278	53.2/57.1/51.1/57.2%	80%
English Learners	0.5	1		Approaching	358/368/411/417	67.3/78.3/72/67.4%	80%
Dropout Rate	3	4		Meets	22151	3.4%	3.6%
Colorado ACT Composite Score	2	4		Approaching	2446	19.5	20.0
<b>Total</b>	<b>8.75</b>	<b>16</b>	<b>54.7%</b>	<b>Approaching</b>			

Counts and ratings are not reported for metrics when the district does not meet the minimum student counts required for reportable data.

**Graduation and Disaggregated Graduation Rates**

The District Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the district and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

**This District's Graduation Rate and Disaggregated Graduation Rate  
Overall Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	61.7	68.4	70	71.2
	2011	65.3	72.1	73.7	
	2012	69.9	<b>76.3</b>		
	2013	73.7			

**Free/Reduced Lunch Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	53.7	63.1	58.4	60.2
	2011	58.4	61.6	63.9	
	2012	57	<b>67.1</b>		
	2013	64.1			

**Minority Student Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55	63.8	66.2	67.8
	2011	61	70.6	72.8	
	2012	69.5	<b>78.8</b>		
	2013	72.5			

**Students with Disabilities Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	47.8	56.2	52	<b>57.2</b>
	2011	44.9	48.1	51.1	
	2012	47.2	57.1		
	2013	53.2			

**English Learners Graduation Rate (1-year)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	49.6	63.4	64.3	67.4
	2011	62.1	69.2	72	
	2012	67.8	<b>78.3</b>		
	2013	67.3			

**Overall Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	61.7	68.4	70	71.2
	2011	65.3	72.1	73.7	
	2012	69.9	76.3		
	2013	73.7			
	<b>Aggregated</b>	67.5	<b>72.1</b>	71.8	71.2

**Free/Reduced Lunch Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	53.7	63.1	58.4	60.2
	2011	58.4	61.6	63.9	
	2012	57	67.1		
	2013	64.1			
	<b>Aggregated</b>	58.7	<b>64</b>	61.1	60.2

**Minority Student Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55	63.8	66.2	67.8
	2011	61	70.6	72.8	
	2012	69.5	78.8		
	2013	72.5			
	<b>Aggregated</b>	64.4	<b>71</b>	69.4	67.8

**Students with Disabilities Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	47.8	56.2	52	57.2
	2011	44.9	48.1	51.1	
	2012	47.2	57.1		
	2013	53.2			
	<b>Aggregated</b>	48.5	54	51.6	<b>57.2</b>

**English Learners Graduation Rate (3-year aggregate)**

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	49.6	63.4	64.3	67.4
	2011	62.1	69.2	72	
	2012	67.8	78.3		
	2013	67.3			
	<b>Aggregated</b>	60.9	<b>70</b>	68.1	67.4

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year DPF, districts earn points based on the highest value among the following: 2013 4- year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7- year graduation rate (the shaded cells in the tables on the left). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year DPF, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

**Scoring Guide for Performance Indicators on the District Performance Framework Report**

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible Points per EMH Level	Framework Points	
Academic Achievement	<i>The district's percentage of students scoring proficient or advanced was:</i>		TCAP	16 (4 for each content area)	15	
	• at or above the 90th percentile of all districts (using 2009-10 baseline).		Exceeds			4
	• below the 90th percentile but at or above the 50th percentile of all districts (using 2009-10 baseline).		Meets			3
	• below the 50th percentile but at or above the 15th percentile of all districts (using 2009-10 baseline).		Approaching			2
Academic Growth	<i>Made AGP</i>		<i>Did Not Make AGP</i>		14 (4 for each subject area and 2 for English language proficiency)	
	• at or above 60.		• at or above 70.			TCAP
	• below 60 but at or above 45.		• below 70 but at or above 55.			ACCESS
	• below 45 but at or above 30.		• below 55 but at or above 40.			4
Academic Growth Gaps	<i>Made AGP</i>		<i>Did Not Make AGP</i>		60 (4 for each of 5 subgroups in 3 subject areas)	
	• at or above 60.		• at or above 70.			4
	• below 60 but at or above 45.		• below 70 but at or above 55.			3
	• below 45 but at or above 30.		• below 55 but at or above 40.			2
Postsecondary and Workforce Readiness	<i>Graduation Rate and Disaggregated Graduation Rate: The district's graduation rate/disaggregated graduation rate was:</i>		Overall	Disaggr.	16 (4 for each sub-indicator)	
	• at or above 90%.		Exceeds	4		1
	• at or above 80% but below 90%.		Meets	3		0.75
	• at or above 65% but below 80%.		Approaching	2		0.5
	• below 65%.		Does Not Meet	1		0.25
	<i>Dropout Rate: The district's dropout rate was:</i>					
	• at or below 1%.		Exceeds	4		
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3		
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2		
	• above 10%.		Does Not Meet	1		
	<i>Colorado ACT Composite Score: The district's average Colorado ACT composite score was:</i>					
	• at or above 22.		Exceeds	4		
• at or above the state average but below 22 (using 2009-10 baseline).		Meets	3			
• at or above 17 but below the state average (using 2009-10 baseline).		Approaching	2			
• below 17.		Does Not Meet	1			

**Cut-Points for Each Performance Indicator**

	Cut Point: The district earned ... of the points eligible on this Indicator.	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

**Cut-Points for Accreditation Category Assignment**

	Cut Point: The district earned ... of the total framework points eligible.	
Total Framework Points	• at or above 80%	Distinction
	• at or above 64% - below 80%	Accredited
	• at or above 52% - below 64%	Improvement
	• at or above 42% - below 52%	Priority Improvement
	• below 42%	Turnaround

**District Plan Type Assignments**

	Plan description	
Accred. w/Distinction	The district is required to adopt and implement a Performance Plan.	A district may not be accredited with a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education is required to remove the district's or Institute's accreditation and direct the district's local school board or the Institute as to which actions it must take to have accreditation reinstated. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or Turnaround Plan.
Accredited	The district is required to adopt and implement a Performance Plan.	
Accred. w/Improvement Plan	The district is required to adopt and implement an Improvement Plan.	
Accred. w/Priority Impr. Plan	The district is required to adopt and implement a Priority Improvement Plan.	
Accred. w/Turnaround Plan	The district is required to adopt and implement a Turnaround Plan.	

## Reference

### 1-year vs. 3-year Report

Districts receive a 1-year and a 3-year aggregated District Performance Framework report. CDE produces a report on the basis of three years of data to enable more districts to be considered within the same performance framework. Some small districts may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official accreditation category for the district: the one under which the district has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-year reports may be based on only two years of data if that is the only data available.

### Reference Data for Key Performance Indicators

#### Academic Achievement

The Academic Achievement Indicator reflects a district's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from TCAP and CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
<b>N of Districts</b>	175	165	167	176	165	167	175	165	167	133	135	138
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48	42.37	32.85	29.46	28.57	30.27
50th percentile	71.51	70.50	71.53	70.51	50.00	32.16	54.72	56.36	48.61	48.00	45.60	48.93
90th percentile	84.37	83.57	84.78	84.60	68.84	52.06	69.66	72.27	67.56	69.72	69.09	70.39

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
<b>N of Districts</b>	181	182	183	181	182	182	181	182	183	172	175	179
15th percentile	60.45	56.61	57.63	56.84	36.37	17.78	41.44	41.85	33.82	32.93	30.02	31.43
50th percentile	72.19	69.22	71.31	70.37	49.11	30.51	55.78	56.79	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.01	71.02	70.87	67.71	66.52	65.86	67.31

#### Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this district compared to that of other students statewide with a similar content proficiency (TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the district to reach or maintain a specified level of proficiency within a given length of time. For TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn rating depends on whether or not the district met adequate growth (AGP).

	Made AGP	Did Not Make AGP
<b>Exceeds</b>	60-99	70-99
<b>Meets</b>	45-59	55-69
<b>Approaching</b>	30-44	40-54
<b>Does Not Meet</b>	1-29	1-39

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

#### Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
<b>1-year (2009)</b>	416,953	3.6
<b>3-year (2007-09)</b>	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

	N of Students	Mean Score
<b>1-year (2010)</b>	51,438	20.0
<b>3-year (2008-10)</b>	151,439	20.1